

Grade 2 Math Scoring Guidance

2015-2016 NYC End-of-Year Performance Tasks

Instructions

- The following pages contain guidance on the scoring of the above-named NYC Performance Task.
- Distribute this guide to all staff scoring the task. *Please note: End-of-Year tasks may be administered by the regular classroom teacher but **may not be scored** by the regular classroom teacher.*
- The scoring guidance is intended to be used in conjunction with the rubric, which details indicators of performance levels on all rubric traits.

Overview of the NYC Performance Tasks

The NYC Performance Tasks are comparable baseline and End-of-Year, open-ended assessment pairs that are offered in math, ELA, science, and social studies and promote the instructional shifts of argument and critique, use and analysis of evidence, and exposure to complex texts. The tasks are designed for students to demonstrate their skills in reviewing and analyzing presented evidence and creating an evidence-based argument.

The tasks respond to and support the diversity of curriculum and instruction that exist across NYC schools and act as a resource in these varied settings to support collaborative discourse around curriculum, instruction, and assessment. Tasks are designed to support the Citywide Instructional Expectations by promoting knowledge of students, facilitating alignment to an instructional focus, and developing a culture of collaborative professional learning.

A skills-based, standards-driven rubric accompanies each task and, where feasible, is content agnostic so that it can be used in a variety of ways with other curricular and instructional materials. Rubrics are aligned to the Common Core standards and content-specific New York State standards where appropriate. Topic selection in each grade and subject was influenced by New York City scope and sequence documents.

The following scoring guide structure was adapted from CPET and provides annotated student work samples that show the relationship between the student response and the criteria in the rubric. A matrix of rubric scores and rationales follows each individual student work sample. The guide can also be used to norm scoring practices across teams of educators.

Design Principles for the Math Performance Tasks

Focus Standards

While there may be multiple Common Core standard alignments (partial or full) for each trait in the rubric, the focus standards are used to inform design consistency across grades. In math, the Practices are used as the unifying design principle across grades in lieu of content standards. Grade-level content standard alignment is represented on each rubric.

- MP1: Make sense of problems and persevere in solving them
- MP4: Model with mathematics

See the last page of this guide for a chart of standards alignment per rubric trait across all grade levels.

Design Concept

The design concept for math addresses the following in each grade band:

Grades K-1

- Inventory

Grades 2-12

- Presentation of context
- Multiple mini-task questions addressing that one context

Content and Structure

The topic (e.g., "plants") in each task is used to provide context for students to demonstrate mastery of the focus standards and content standards in math. The design of the task is not for students to demonstrate content knowledge on any particular topic. The content standards chosen represent the major work of the grade, and are structured to measure both discrete and complex skill mastery. Unlike other subject area rubrics, rubric traits in math measure the total allowable score points per question; therefore, not every trait on the rubric has descriptors through four points.

Grade 2 Math Scoring Guidance

Task Overview

NYC Mathematics Performance Tasks are mathematics tasks in which students are presented with a series of connected questions. Each question on the task is intended to address understanding and proficiency of mathematical content, as well as engagement with mathematical practices.

Student Task

Students produce **a numerical** and/or written response. Sample student responses have been provided to you; further information regarding these annotated student works are provided below.

Evaluator Task

You are being asked to use your best, professional judgment to score these student responses using the rubric provided.

General Instructions for Using the Rubric

- (1) Scorers will use the separate rubric provided to assess student performance.
- (2) These traits are being scored for content and practice. Point values may vary from question to question, and there is no eligible point value for areas on the rubric that are blank.
- (3) You are to provide one score for each rubric trait. Please be sure to enter all trait scores on the appropriate Schoolnet Answer Sheet for each student. The final score for the task will be calculated elsewhere.
- (4) All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- (5) A score of “Zero (0) – No attempt” should be considered carefully before being used. See included student work samples for guidance. Scores of “Zero (0) – No attempt” should only be given if:
 - (a) a student did not attempt that question on **any portion** of the task, or
 - (b) if his/her work is **completely copied** directly from the task or texts, or
 - (c) if his/her work is completely unrelated to the question or prompt.

Annotated Student Work

The following pages include annotated student work samples at a variety of performance levels. The samples have been annotated to highlight student responses in relation to the rubric traits. Each sample is followed by a summary page indicating the sample’s score on each rubric trait, in addition to the reasoning for the score. Please review these samples both independently and **with a team** to ensure a common understanding of the rubric traits at all performance levels.

Best Practices for Scoring

- Before scoring a specific task, teacher **teams** should review the task and the rubric and discuss expected performance at each level for each rubric trait.
- As a group, review annotated student work and **discuss evidence for each score**, including discussing non-blank, zero-scored traits. Work to understand the provided scores and rationales for one sample.
- Individually score a few provided student work samples. After working individually, **compare your assigned scores** to those given by others and to the provided scores and rationales. Be sure you understand how each score was assigned, and that your team agrees, before moving to independent work.
- After independently completing a set of student work from your school, review the set with the group to see if you have drifted away from your original scoring, becoming either more severe or more lenient in response to the task. Consistent scoring is important.



People in Sunnyside

In Sunnyside there are four neighborhoods. Below are the names of the neighborhoods and the number of people that live in each neighborhood.



Northside
678 people



Southside
791 people



Eastside
647 people



Westside
769 people

1 Which neighborhood has the most people?

Southside

2 Which neighborhood has the least people?

Eastside

T1 T2

The response shows an understanding of comparing three-digit numbers based on the meanings of hundreds, tens, and ones digits. The numbers are listed in order from greatest to least, which demonstrates an understanding of place value and cardinality.

Most

791

769

678

647

Least

3 How many more people live in Southside than in Northside?

113

people

Show your work.

$$678 + 22 = 700$$

22

+ 91

113

goal 791

T3

The response shows a correct process for subtracting within 1,000, using strategies based on place value and the relationship between addition and subtraction, counting up from 678 to 700 (22), then 700 to 791 (91).

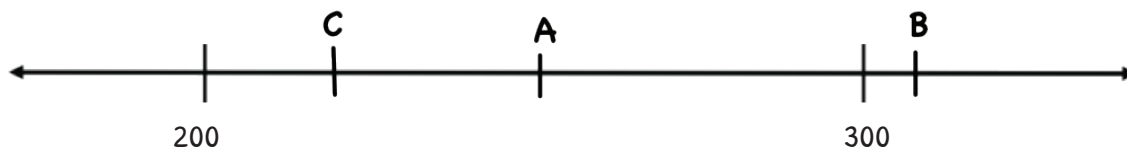


The table below shows how many people live on each of the streets in Southside.

Streets in Southside

Street	Number of People
A	253
B	317
C	221

A number line is drawn to compare how many people live on each street.



- 4a** Place and label point A on the number line to show the number of people that live on Street A.
- 4b** Place and label point B on the number line to show the number of people that live on Street B.
- 4c** Place and label point C on the number line to show the number of people that live on Street C.
- 4d** How did you know where to place point C on the number line?

I put A (253) in the middle. Then I knew $221 < 253$, so it goes next to it, but more than 200. 317 is more than 300, so it goes after 300.

T4

The response shows a correct explanation in comparing three-digit numbers and recording the results of the comparisons using a number line. Although not required, each number's position is explained, with point C specifically described as more than 200 but less than 253.



Streets in Southside

Street	Number of People
A	253
B	317
C	221

- 5 Use the table above, *Streets in Southside*.

How many people live on Street C? 221 people

How many groups of 10 people live on Street C? 22 groups

Show your work.

$$20 \div 10 = 2$$

$$200 \div 10 = 20$$

T5

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, and that there are 10 tens in 100 (and 20 tens in 200), as the 10s and 100s are divided by 10. There is also understanding shown that any number in the ones place is less than a group of 10.

- 6 Use the table above, *Streets in Southside*.

How many people live on Street B? 317 people

How many groups of 100 people live on Street B? 3 groups

Show your work.

$$300 \div 100 = 3$$

T6

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones; in particular, that 300 represents 3 hundreds, demonstrated by dividing by 100. There is also understanding shown that the digits in the tens place and the ones place create a group less than a group of 100.

Sample A - Anchor Paper Commentary

Subject/Course: Math

Task Title: People in Sunnyside

Grade Level: 2

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	A correct answer of Southside is given.	1
T2 Trait 2	1	A correct answer of Eastside is given.	1
T3 Trait 3	2	A correct answer of 113 people is given and a correct process is shown, using addition to count up from 678 to 791.	2
T4 Trait 4 (a-d)	4	All three points are placed correctly on the number line, and a correct explanation for point C's location is given.	4
T5 Trait 5	2	A correct answer of 221 people and 22 groups is given. A correct process is shown, dividing 200 by 10 and dividing 20 by 10.	2
T6 Trait 6	2	A correct answer of 317 people and 3 groups is given. A correct process is shown, dividing 300 by 100.	2

Score = 12/12, Level 4: Exceeding Standards

People in Sunnyside

In Sunnyside there are four neighborhoods. Below are the names of the neighborhoods and the number of people that live in each neighborhood.



Northside
678 people



Southside
791 people



Eastside
647 people



Westside
769 people

1 Which neighborhood has the most people? 719

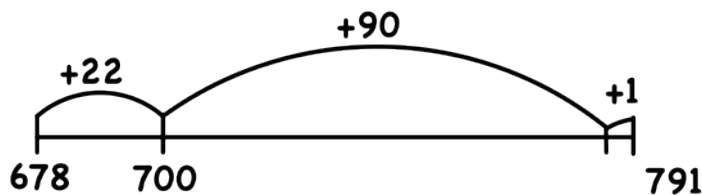
2 Which neighborhood has the least people? 647

T1 T2

The response shows some understanding of comparing three-digit numbers based on the meanings of hundreds, tens, and ones digits, as the smallest number is identified. The largest number, 791, may have been written incorrectly, so it is unclear if there is a misconception regarding the comparison of two numbers based on place value.

3 How many more people live in Southside than in Northside? 113 people

Show your work.



T3

The response shows a correct process for subtracting within 1,000, using drawings and strategies based on place value and the relationship between addition and subtraction, counting up from 678 to 700 (22), then 700 to 791 (91).

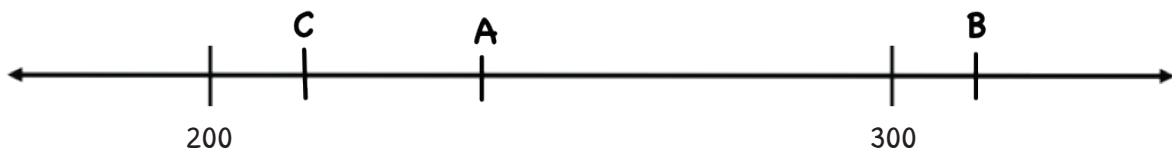


The table below shows how many people live on each of the streets in Southside.

Streets in Southside

Street	Number of People
A	253
B	317
C	221

A number line is drawn to compare how many people live on each street.



- 4a** Place and label point A on the number line to show the number of people that live on Street A.
- 4b** Place and label point B on the number line to show the number of people that live on Street B.
- 4c** Place and label point C on the number line to show the number of people that live on Street C.
- 4d** How did you know where to place point C on the number line?

T4

The response shows an understanding of comparing three-digit numbers and recording the results of the comparisons using a number line. However, the explanation for point C's position is not explained, making the depth of understanding unclear.



Streets in Southside

Street	Number of People
A	253
B	317
C	221

5 Use the table above, *Streets in Southside*.

How many people live on Street C? 221 people

How many groups of 10 people live on Street C? 22 groups

Show your work.

10	50	90	130	170	210
20	60	100	140	180	220
30	70	110	150	190	
40	80	120	160	200	

T5

The response shows an understanding that three-digit numbers represent amounts of hundreds, tens, and ones, as the number of groups of 10 is found by counting by 10 up to 220, effectively dividing by 10, and that any digit in the ones place is less than a group of 10.

6 Use the table above, *Streets in Southside*.

How many people live on Street B? 317 people

How many groups of 100 people live on Street B? 3 groups

Show your work.

100 + 100 + 100 + 100 +
100 + 100 + 100 = 700
+ 31

T6

The response shows an understanding that three-digit numbers represent amounts of hundreds, tens, and ones, and the specific case that 700 represents 7 hundreds is demonstrated by adding by 100s. There is also understanding shown that digits in the tens place and the ones place represent a group less than 100. However, the number from the chart has been miswritten, leading to an incorrect answer.

Sample B - Anchor Paper Commentary

Subject/Course: Math

Task Title: People in Sunnyside

Grade Level: 2

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	An incorrect answer of 719 people is given.	1
T2 Trait 2	1	A correct answer of 647 people is given.	1
T3 Trait 3	2	A correct answer of 113 people is given, and a correct process is shown, using a number line to find the distance between 678 and 791.	2
T4 Trait 4 (a-d)	3	All three points are placed correctly on the number line. An explanation for point C's location is not given.	4
T5 Trait 5	2	A correct answer of 221 people and 22 groups is given. A correct process is shown, counting by 10 up to 220.	2
T6 Trait 6	1	An incorrect answer of 731 people and 7 groups is given. A correct process is shown for finding 7 groups of 100 that compose 713.	2

Score = 9/12, Level 3: Meeting Standards



People in Sunnyside

In Sunnyside there are four neighborhoods. Below are the names of the neighborhoods and the number of people that live in each neighborhood.



Northside
678 people



Southside
791 people



Eastside
647 people



Westside
769 people

- 1 Which neighborhood has the most people? Southside
- 2 Which neighborhood has the least people? Northside
- 3 How many more people live in Southside than in Northside? 112 people

T1 T2

The response shows some understanding of comparing three-digit numbers based on the meanings of hundreds, tens, and ones digits, as the largest number is found, but not the smallest number.

Show your work.

$$\begin{array}{r} 8 \ 10 \\ 7 \cancel{9} \cancel{1} \\ + 678 \\ \hline 112 \end{array}$$

T3

The response shows a correct process for subtracting within 1,000, using strategies based on place value, although an addition symbol was used. The response also shows some understanding that in subtraction it is sometimes necessary to decompose a group of 10 that is recomposed with a group of ones. A misconception regarding recomposing 1 as 10 instead of 11 leads to an incorrect answer.

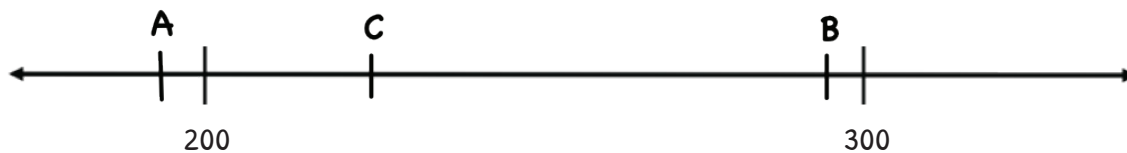


The table below shows how many people live on each of the streets in Southside.

Streets in Southside

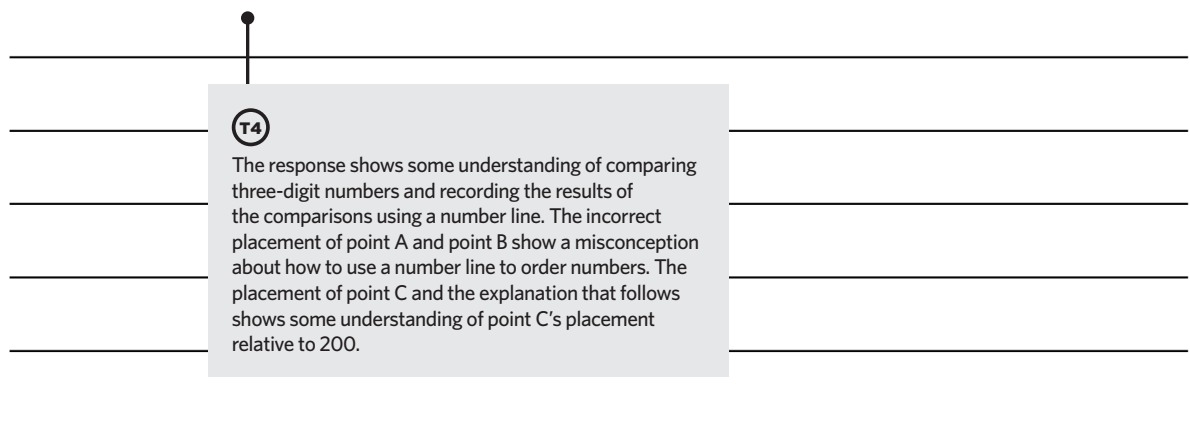
Street	Number of People
A	253
B	317
C	221

A number line is drawn to compare how many people live on each street.



- 4a** Place and label point A on the number line to show the number of people that live on Street A.
- 4b** Place and label point B on the number line to show the number of people that live on Street B.
- 4c** Place and label point C on the number line to show the number of people that live on Street C.
- 4d** How did you know where to place point C on the number line?

I know 221 is more than 200 but not too much.





Streets in Southside

Street	Number of People
A	253
B	317
C	221

5 Use the table above, *Streets in Southside*.

How many people live on Street C? 121 people

How many groups of 10 people live on Street C? 12 groups

Show your work.

$$\begin{array}{cccccccccccccccc} 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 10 & + & 1 & = & 121 \\ 1 & & 2 & & 3 & & 4 & & 5 & & 6 & & 7 & & 8 & & 9 & & 10 & & 11 & & 12 & & & & & & & & & & \end{array}$$

T5

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, as the number of groups of 10 is found by adding 10s up to 121 (effectively dividing by 10), and that any number in the ones place is less than a group of 10. However, the number 221 from the chart has been misread, leading to an incorrect answer.

6 Use the table above, *Streets in Southside*.

How many people live on Street B? 317 people

How many groups of 100 people live on Street B? 3 groups

Show your work.

100
200
300

T6

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, and the specific case that 300 represents 3 hundreds, demonstrated by counting by 100s. There is also understanding shown that digits in the tens place and ones place form a group that is less than a group of 100.

Sample C - Anchor Paper Commentary

Subject/Course: Math

Task Title: People in Sunnyside

Grade Level: 2

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	A correct answer of Southside is given.	1
T2 Trait 2	0	An incorrect answer of Northside is given.	1
T3 Trait 3	1	An incorrect answer of 112 people is given. A correct process is shown with a computational error leading to an incorrect answer.	2
T4 Trait 4 (a-d)	2	Point C is placed correctly on the number line, and a correct explanation for its placement is given. However, point A and point B are placed incorrectly on the number line.	4
T5 Trait 5	1	An incorrect answer of 121 people and 12 groups is given, reading the table incorrectly. A correct process for finding 12 groups of ten that compose 121 is shown.	2
T6 Trait 6	2	A correct answer of 317 people and 3 groups is given. A correct process is shown, counting by 100s up to 300.	2

Score = 7/12, Level 3: Meeting Standards



People in Sunnyside

In Sunnyside there are four neighborhoods. Below are the names of the neighborhoods and the number of people that live in each neighborhood.



Northside
678 people



Southside
791 people



Eastside
647 people



Westside
769 people

1 Which neighborhood has the most people? Southside 791 people

2 Which neighborhood has the least people? Eastside 647 people

T1 T2

The response shows an understanding of comparing three-digit numbers based on the meanings of hundreds, tens, and ones digits. The numbers are listed in descending order from 791 to 647, which shows some understanding of place value and cardinality.

3 How many more people live in Southside than in Northside? 127 people

big

791

769

678

small

647

Show your work.

791

$1 - 8 = 7$

$9 - 7 = 2$

$7 - 6 = 1$

$$\begin{array}{r} 791 \\ -678 \\ \hline 127 \end{array}$$

I did it step by step

T3

The response shows an incorrect process for subtracting within 1,000, using strategies based on place value, as the problem is set up correctly and each place value is subtracted from the corresponding place value. The response shows a misconception with regard to subtraction, in particular that it is sometimes necessary to decompose numbers, as 8 is subtracted from 1 with a result of 7.

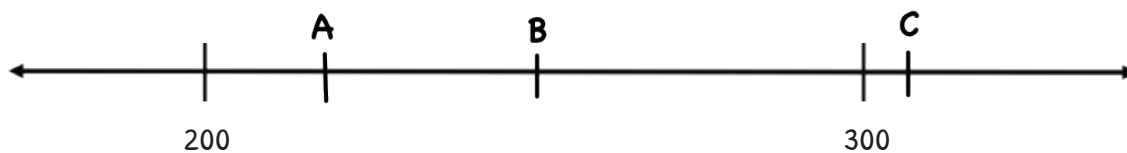


The table below shows how many people live on each of the streets in Southside.

Streets in Southside

Street	Number of People
A	253
B	317
C	221

A number line is drawn to compare how many people live on each street.



- 4a** Place and label point A on the number line to show the number of people that live on Street A.
- 4b** Place and label point B on the number line to show the number of people that live on Street B.
- 4c** Place and label point C on the number line to show the number of people that live on Street C.
- 4d** How did you know where to place point C on the number line?

I looked at the chart and I estimated and put each number about right.

T4

The response shows an incorrect explanation in comparing three-digit numbers and recording the results of the comparisons using a number line, as all three numbers are placed incorrectly. The placement of the marks on the number line correspond to the numbers in the chart, so it is unclear if the problem was misinterpreted (with the labels written A, B, and C rather than matching the chart), or if there is a misconception regarding place value and cardinality.



Streets in Southside

Street	Number of People
A	253
B	317
C	221

5 Use the table above, *Streets in Southside*.

How many people live on Street C? 221 people

How many groups of 10 people live on Street C? 22 groups

Show your work.

$100 = 10 \text{ tens}$ do that twice and it is 20 tens. $20 + 2 = 22$

(T5)

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, as the number of groups of 10 is found by understanding that there are 10 tens in 100. The response also shows understanding that the digit 1 in the ones place is a group less than a group of 10.

6 Use the table above, *Streets in Southside*.

How many people live on Street B? 317 people

How many groups of 100 people live on Street B? 31 groups

Show your work.

$10 \times 10 = 100$
 $10 \times 10 = 100 = 300$
 $10 \times 10 = 100$
 $300 + 10 = 310$

(T6)

The response demonstrates a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, and that there are 10 tens in each 100. There may be a misconception regarding the distinction between tens and hundreds; in particular, that ten groups of ten make one group of 100.

Sample D - Anchor Paper Commentary

Subject/Course: Math

Task Title: People in Sunnyside

Grade Level: 2

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	1	A correct answer of Southside and 791 people is given.	1
T2 Trait 2	1	A correct answer of Eastside and 647 people is given.	1
T3 Trait 3	0	An incorrect answer of 127 people is given. An incorrect process for finding the difference between 791 and 678 is shown.	2
T4 Trait 4 (a-d)	0	All of the points are placed incorrectly on the number line, and an incorrect explanation for point C's location is given.	4
T5 Trait 5	2	A correct answer of 221 people and 22 groups is given. A correct process is shown, given by $100 = 10 \text{ tens}$, the comment that follows, and $20 + 2 = 22$.	2
T6 Trait 6	0	An incorrect answer of 317 people and 31 groups is given. An incorrect process is shown, finding 31 groups of 10 that compose 317.	2

Score = 4/12, Level 2: Approaching Standards



People in Sunnyside

In Sunnyside there are four neighborhoods. Below are the names of the neighborhoods and the number of people that live in each neighborhood.



Northside
678 people



Southside
791 people



Eastside
647 people



Westside
769 people

1 Which neighborhood has the most people? Eastside

2 Which neighborhood has the least people? Southside

T1 T2

The response shows an incorrect comparison of three-digit numbers based on the meanings of hundreds, tens, and ones digits, as the neighborhoods are reversed. It is reasonable to infer that there may be a misconception regarding the definitions of "most" and "least."

3 How many more people live in Southside than in Northside? 1469 people

Show your work.

$$\begin{array}{r} 678 \\ + 791 \\ \hline 1469 \end{array}$$

T3

The response shows a correct process for adding within 1,000, using strategies based on place value. The response also shows understanding that in addition it is sometimes necessary to compose numbers. There is a misconception regarding the strategic use of subtraction to find the difference between the number of people in Southside and Northside. There may also be a misconception regarding the meaning of "more than," which may have resulted in the decision to use addition.

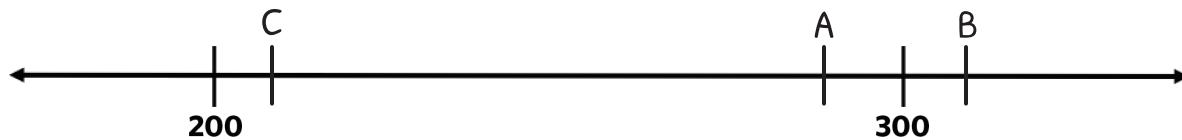


The table below shows how many people live on each of the streets in Southside.

Streets in Southside

Street	Number of People
A	253
B	317
C	221

A number line is drawn to compare how many people live on each street.



- 4a Place and label point A on the number line to show the number of people that live on Street A.
- 4b Place and label point B on the number line to show the number of people that live on Street B.
- 4c Place and label point C on the number line to show the number of people that live on Street C.
- 4d How did you know where to place point C on the number line?

221 is more than 200.

T4

The response shows some understanding of comparing three-digit numbers and recording the results of the comparisons using a number line, as point B is placed correctly, perhaps showing an understanding of which number is largest. The placement of point A and point C on the number line shows a misconception regarding the comparison of two three-digit numbers with the same digit in the hundreds place. The explanation shown in question 4d further demonstrates the misconception.



Streets in Southside

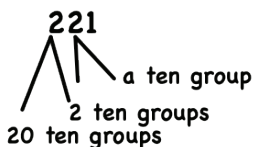
Street	Number of People
A	253
B	317
C	221

5 Use the table above, *Streets in Southside*.

How many people live on Street C? 221 people

How many groups of 10 people live on Street C? 23 groups

Show your work.



T5

The response indicates the beginning of a correct process for showing that three-digit numbers represent amounts of hundreds, tens, and ones, as the number of groups of 10 is found by understanding that there are 10 tens in 100 and 2 tens in 20. The response also shows a misconception that a number in the ones place could be a group of 10.

6 Use the table above, *Streets in Southside*.

How many people live on Street B? 317 people

How many groups of 100 people live on Street B? 3 groups

Show your work.

1 | 00 300
2 | 00 123
3 | 00

T6

The response shows an understanding that three-digit numbers represent amounts of hundreds, tens, and ones, and the specific case that 300 represents 3 hundreds, demonstrated by counting by 100s. There is also understanding shown that any number less than the hundreds place is less than a group of 100.

Sample E - Anchor Paper Commentary

Subject/Course: Math

Task Title: People in Sunnyside

Grade Level: 2

Year: 2015-2016

Rubric Traits	Anchor Score	Commentary/Rationale	Maximum Score
T1 Trait 1	0	An incorrect answer of Eastside is given.	1
T2 Trait 2	0	An incorrect answer of Southside is given.	1
T3 Trait 3	0	An incorrect answer of 1,469 people is given, and an incorrect process is given by $678 + 791 = 1,469$.	2
T4 Trait 4 (a-d)	1	Point B is placed correctly on the number line, and points A and C are placed incorrectly on the number line. The explanation does not account for $221 < 253$.	4
T5 Trait 5	0	An incorrect answer of 221 people and 23 groups is given. An incorrect explanation is shown, as the digit 1 is counted as a group of 10.	2
T6 Trait 6	2	A correct answer of 317 people and 3 groups is given. A correct process is shown, using a chart to count by 100s up to 300.	2

Score = 3/12, Level 1: Attempting Standards

Trait to Standard Alignment Chart

		Common Core standards											
Trait	Question	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra 1	Algebra 2	Geometry
1	1	K.CC.1	1.NBT.1	2.NBT.4	3.MD.7b	4.OA.2	3.NF.1	6.RP.1	7.EE.3	8.F.4	F.IF.4	G.SRT.8	G.CO.9
2	2	K.CC.2	2.NBT.2	2.NBT.4	3.OA.6	4.MD.3	5.NF.1	6.RP.3a	7.EE.1	8.F.4	F.IF.6	G.SRT.8	G.CO.10
3	3	1.NBT.1	1.NBT.5	2.NBT.7	4.NBT.6	4.OA.4	5.NF.1	6.EE.9	7.RP.3	8.F.4	F.BF.1a,b and F.BF.2	G.SRT.8	G.SRT.4
4	4	K.CC.1	2.NBT.8	2.NBT.4	3MD.7b	4.NBT.5	5.NF.4a	6.RP.3c	7.EE.2	8.EE.8b	4.OA.5	G.SRT.8	G.SRT.5
5	5	1.NBT.5	1.NBT.1	2.NBT.1	3.NBT.3	4.OA.5	5.NF.2	6.RP.3b	7.EE.2	8.EE.8a	F.BF.1a,b and F.BF.2	F.BF.1a	G.SRT.5
6	6	K.CC.3	2.NBT.3	2.NBT.1	3.OA.3	4.MD.2	5.NF.3	6.RP.2	7.RP.3	8.F.2	F.IF.5	F.TF.8	G.CO.5
7	7	1.NBT.1	1.NBT.3		3.OA.8	4.OA.3	5.NF.7b	6.RP.3	7.EE.4b	8.F.4	A.REI.7		G.SRT.5
8	8	K.CC.4	2.NBT.4				5.NF.7a				A.SSE.3a		
9	9	K.CC.6	1.OA.7										
10	10	1.NBT.3	2.OA.2										
11	11	K.OA.1	1.OA.1										
12	12	1.OA.7	2.OA.1										
13	13	K.OA.2											
14	14	1.OA.1											